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ABSTRACT

This annotated bibliography cites newspaper articles, monographs, excerpts from speeches, journal articles, and government publications dealing with education in Pakistan. Materials listed were published between October and December 1979. Entries are organized by topics including: administration, organization and financing of education; agricultural education; education goals; education planning; elementary and secondary education; higher education; Islamic education; libraries; literacy; psychology; science education; teachers; teaching methods and media; technical education; womens education; examinations; and a general section. The publication concludes with an index of authors. (Author/RM)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Volume 13 No. 4

Period Covered

October - December, 1979

Compiled for the office of U.S. Department of Health, Education and Welfare, and the National Science, Foundation, Washington D.C. By Geti Saad.

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. EAVaZ,iMohammad. Demand for Girls' High School...Khyber Mail (Peshawar) May 28, 1979.

The attention of the Director of Education is invited towards the need of opening of a girls' high school in Sardheri, Tehsil Charsadda. The colony has five primary schools for girls but no middle or high school.

All girls high schools ofthe colony are situated at least nine miles away from the locality, and the girl students from this village find it very difficult to attend the school. The Director of Education should arrange to open a government high school for girls in this area as soon as possible.

2. HASHMI, Khalid Mahmood, Schoolon Kay Liye Alahda Directorate (A Separate Directorate for Schools)... Imroz (Lahore) December 10, 1979(U).

There is no denying the fact that there should be a separate directorate for schools in the Punjab province. Attention to this need was drawn repeatedly in the past, but nothing has been done in this matter. There is no truth in the propaganda by certain quarters that due to the conspiracy by college teachers no separate directorate for schools could be established. The truth is that the existing problems of the college teachers could be solved immediately if a separate directorate had come into operation. What administrative difficulties there are in the way of the establishment of a separate directorate for schools no body knows. The attention of the government is once again drawn to this important problem.

AGRICULTURAL EDUCATION

3. CHAWDHRY, Ghulam Rasul, Agricultural Research and Education--- The Varsities (Karachi) IV(5): 30-32. September-October. 1979.

Involvement of Science in improving agricultural productivity during the present century has been elaborated. The most vital step, in our country, in this direction was the establishment of the University of Agriculture at Lyallpur.

Application of genetics to crop improvement increased the production and varieties of wheat. A large number of newly developed varieties of wheat have been mentioned. Likewise, matching genetic improvements were accomplished in other major fields and fruit crops. There are also some words of praise for our pioneering agricultural scientists.

There is a brief description of the Faculties of the University of Agriculture, Lyallpur. Separation of the Research Institute from the University of Agriculture, earlier on, has been critically discussed. And finally, the scheme initiated by the present government to foster a close relationship between research, teaching, and extension in agriculture, has been hailed.

EDUCATIONAL GOALS

4. ARSHAD, I. A. Education for National Unity...Pakistan Times (Lahore), December 14, 1979.

Besides performing the well-recognized function of developing an individual's physical, mental, and spiritual capabilities, education has also a socio-political function to perform. It must fully contribute to the promotion of national unity. The positive steps that should be taken in this regard are: 1. Text books should lay emphasis on national unity and democratic values with reference to Islamic teachings, history of eminent persons, and didactic poems. 2. In the classroom, students should be encouraged to ask questions and given the freedom to differ with the teachers' views. 3. Debates and discussions should be made more frequent. 4. Seminars and group discussions should form an integral part of the educational process. 5. In rural areas especially, students should be encouraged to propagate ideas about national unity among uneducated community. 6. The promoting of healthy attitudes among the masses can go a long way in checking the onslaught of disruptive forces in our society. Adult education centers and literary corps can do the job admirably. 7. The morning assembly in schools can serve as a suitable stage for the promotion of healthy attitudes. 8. Certain games should be standardized and practised in all schools and colleges. 9. A suitable Pakistani dress should be evolved. 10. Closely linked with the Pakistani dress is the Pakistani language. Urdu has been rightly declared to be the national language of Pakistan.

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5. **HASHMI**, Anwarul Haq. Nisab-e-Taaleem Mein Inqilabi Tabdeelian Ki Jain (Revolutionary Changes Should Be Brought About in Syllabus)... Mashriq (Karachi) December 22, 1979(U).

Some educationists are of the opinion that if a part of the books on language and literature is devoted to Islamic ideology and Pakistan Movement, it will help build up the ideological frontiers of Pakistan. This would not suffice. What is needed to be done is to transform the whole environment of educational institutions. This can be achieved only if the whole atmosphere is Islamic, the students appreciate the Islamic values and the teachers follow the Islamic traditions.

Character building of the students is a prerequisite that should be given priority. If both parents and teachers start paying serious attention to the students, their attitude will immediately change. Apart from this, the syllabii of higher education will have to be revised and brought in consonance with the Islamic values and traditions. Teachers play an important part in bringing about revolutionary change in the behaviour and attitude of our students. They will have to present themselves before the students as an example.

6. **QADIR, C.A.** Education in a Changing Context...Pakistan Times (Lahore) October 5, 1979.

Besides external pressures in the educational field, there are internal pressures for which the teacher alone is responsible. There are not many teachers who work with any sense of responsibility or who have dedicated themselves to the task they have chosen for themselves. Their emoluments are, of course, not so high as those of the Civil Service, their social prestige is low, and their privileges are few and far between.

The teacher, along with the legislator and the administrator, is equally responsible for the sorry state of affairs that prevails in the domain of education. The teacher, therefore, should understand his responsibility for, and commitment to his profession.

In the war-torn world of today, our programs of education should be geared to the preservation and maintenance of peace. The future generation should be educated and trained on the twin basis of the integral nature of the ultimate reality and the fellowship of mankind with the rest of the universe. Education on these lines will not exclude the cultivation and development of scientific pursuits, nor will it ban the study of philosophy and literature. Only thus can humanity be saved from the catastrophe that seems to overtake mankind at present.

7. **RIAZ**, Qazi. Taaleemi Policy(Educational Policy)...Imroz (Lahore) November 25, 1979(U).

There is no doubt that the number of educational institutions is rising every year along with the number of students. This means that the percentage of literacy too is going up. But an unfortunate fact is that the ultimate object of acquiring education has been lost sight of.

Education does not mean that one should earn money by any means, fair or foul. Education teaches us to become a better citizen, to speak the truth, and to lead a disciplined life. How far this principle is being followed by us is open to question. Our present educational policy is devoid of religious teachings.

The basic objectives of education can not be achieved unless it is tinged with our religious traditions. Our system of education, our method of teaching, and our institutions have nothing to do with our religion, Islam and its noble traditions.

8. **TABASSUM, Abdul Aziz.** Hamara Nizam-e-Taaleem (Our System of Education)... Imroz (Lahore) December 12, 1979(U).

Every year a great number of students come out of colleges after graduation, but it is unfortunate that most of them

pass their examination with either the help of unfair means or guess papers. The number of such students is very low who are meritorious and intelligent, and who really use their own brain. It is hard to understand why no restrictions are imposed on the wide use of guess papers and unfair means in the examinations and why the publication of notes and guess papers is not banned.

The present system of education and examination is not at all suitable for our country. This system needs revolutionary change. Let the present syllabus be also revised in accordance with the Islamic traditions and culture. What is needed now is to educate our children in the light of religious principles.

EDUCATIONAL PLANNING

9. **ABBASI, Mohammad Nawaz.** Taaleemi Inhetaat Ka Zimmedar Kaun? (Who is Responsible for Deterioration in Education)...**Nawai Waqt** (Rawalpindi), December 5, 1979(U).

Every government that came to power in our country framed a new educational policy, but the tragedy is that no policy could remain effective for long. These policies were thrown to the wind with the fall of its framers. English, however, is still a compulsory subject in every class, while Urdu is not.

If we look at the results of F.A. and F.Sc. of the last year, we see that 75 per cent of the examinees have failed in English. If, however, they pass next year or year after next, they find at least eight books in English welcoming them. They get frightened. Surprisingly enough, no importance has been given to Islamiat, Arabic, and Urdu in B.A. The responsibility for this state of affairs rests squarely on the shoulders of the planners. While framing the policy, they lose sight of our basic requirements. They keep before them the syllabus of foreign countries.

10. **HASHMI**, Anwarul Huq. Naya Taaleemi Dhancha Qabil-e-Amal Hai (The **New Educational** Structure workable)...Mashriq(Karachi) December 29, 1979 (U).

Under the proposed new educational structure, all the existing primary schools will be upgraded as elementary schools, and classes VI, VII and VIII will be abolished from all the secondary schools. All secondary schools will start from class IX and impart education up to class XII. Degree courses of four years will start in all colleges, including Intermediate colleges. The result will be as follows: 1. If we keep in view the existing capacity in the buildings of primary schools, many problems will crop up. It will not be possible to raise the status of the existing primary schools because of the existing capacity of the buildings. So, it will not be possible to open class VI, VII, and VIII. In the second phase when all secondary schools will start from class IX and continue up to Class XII some problems might crop up.

The buildings will have to be extended, and new appointments on a large scale will not only entail additional expenditure, but also lower the standard of education. Then in the third stage of college the courses of B.A., B.Sc., and B.Com. will each be of four years. It means that the students will receive the degree after the completion of 16 classes instead of 14 classes.

ELEMENTARY AND SECONDARY EDUCATION

11. **ALI, Zulifqar.** Middle Key Baad Taaleem Ka Koi Intezaam Nahi (No Arrangement for Education after Middle)...Imroz(Lahore) October, 24, 1979(U).

In the village Qilla Sobha Singh of the Narowal district (Punjab), there are no facilities of secondary education for girls. The existing primary school was given the status of Middle School in 1950, and so it remains to this day. The result is that most of the girls, after passing the middle examination either give up further education, or have to go to schools far from their villages. Most of the parents do not like them to go far from their villages. Attention of the authorities was drawn to this need but of no avail.

What is more disappointing is the fact that the building of the school is not only inadequate for so many students but also it has become dilapidated. Parents eargerly wish to impart education to their children. The authorities should pay immediate attention to this problem.

12. **MASOOD**, Khalid. Nizam-e-Taaleem Ko Kaisay Behtar Banaya Jasakta Hai? (How to Improve the System of Education?)..Mashriq (Karachi) December 8, 1979(U).

For the last few decades, primary education has been receiving increasing attention throughout the world because it forms the foundation of higher education in future. In Pakistan, however, the situation is just the reverse. Pass percentage is falling year after year.

Prior to 1953, English, Arabic and Persian were compulsory subjects. Before 1953 Algebra was taught in English from class VI and Geometry from class IX. But from 1954 these three subjects are being taught in Urdu. The result is that when the students reach the Inter and face English as the medium of instruction, they are completely nonplussed. From then on, the percentage of failures begins to rise. Since 1954, the courses from class one to B.A. have been changed no fewer than five times.

Majority of teachers in schools are not qualified. That is the reason why most of the parents who can afford to do so engage private tuitors for their wards.

13. **NARGIS**, Abeda. Urdu Aur Angrezi Medium Ka Farq (The Difference Between Urdu and English Medium)...Akhbar-e-Khawateen (Karachi) November 17-23, 1979(U).

Majority of students studying in English medium schools come from the affluent classes of society. They get all sorts of facilities both in schools and their homes. As against this, the students in Urdu medium schools mostly come from poor families. Most of them cannot afford even to pay the tuition fee or purchase the text-books. Naturally the students

belonging to Enblish medium schools do better in examinations and competitions. The results of these schools are incompareably better than those of the Urdu medium schools.

Now that all private institutions have been taken over by the government, this difference should not be allowed to continue. In both types of schools, the standard of appointments and the pay-scales of teachers should be the same. Equal facilities should be provided in both types of schools. Immediate steps should be taken to improve the standard of education in Urdu medium schools.

14. **NIAZI**, Yasin Khan. Angrezi Tarz Kay School (English Medium Schools)... Nawai Waqt(Rawalpindi) November 16, 1979(U).

There are quite a few thousand English medium schools in the Punjab province. Ten percent of these are directly under the government control, while the rest are privately owned. Although the rates of tuition fee and other facilities are different in different schools, one thing is common to all.

This common feature is the high tuition fees. The average rate of tuition fees in English medium schools is Rs.200/- per month. Barring a few institutions the standard of education in most of these schools is very low. The teachers are untrained, and the schools have no buildings of their own. They are housed in rented structures mostly situated in unhygenic areas of the city.

What is needed now is to take drastic action against such schools. Let the owners of such schools be told clearly that if the conditions are not improved within a specific period, they will be dealt with severely. It is high time this mushroom of the so-called English medium schools was stopped.

HIGHER EDUCATION

15. **HAKIM, Abdul.** Admission in Colleges...Dawn(Karachi) November 6, 1979.

If merit is to form the sole criterion for admission to

colleges, the present system of admission on zonal basis will have to be done away with. Introduced in 1977, this system incorporates the worst aspects of the quota system without any of its advantages.

At present, 65 per cent of the seats in every college are filled on a zonal basis, and the City has been divided into four Zones. Out of the remaining 35 per cent seats, 25 per cent are allocated on an all-Karachi merit basis, and 10 per cent seats go to students on the basis of extra-curricular activities and to the children of the personnel of Sind Education Department and armed forces. A student can apply for admission on a zonal basis only in colleges within the zone in which the school from which he had appeared for Matric examination is located. There is absolutely no logic behind this scheme. But this hardly makes sense unless there is a degree of uniformity of standards among the colleges in various parts of the City. Otherwise such restrictions should be done away with, so admissions to colleges are made strictly on the basis of merit.

16. HUSAIN, Khadim. M.A. Class in Public Administration... Khyber Mail(Peshawar) February 26, 1979.

The students of Diploma in Public Administration appreciate the action of the University authorities in starting M.A. Class in Public Administration from 1978-1979 session. The diploma course of post-graduate (one duration of diploma course) started during 1975-76 session, and last year at least 6,180 students passed the said course. The participants in the course consisted mainly government officers, lecturers, pleaders, etc.

The diploma holders request the authorities, especially the Vice-Chancellors/Academic Council, to allow the holders of this diploma to appear in the final course of this subject and to treat it as equivalent to M.A. Previous. The difference, if any, in DPA and MPA (Previous) courses, can be covered by the students in the final class.

17. IFTIKHAR, Mohammad. Teaching Staff...Pakistan Times(Lahore) October 21, 1979.

Posting of teachers in colleges is not done in a planned way. At present, every intermediate college with science classes at tehsil level has only five teachers, one each in Physics, Chemistry, Biology, Mathematics and Statistics. The number has increased after the nationalization of colleges. To quote an example, prior to nationalization in 1972 there were only four lecturers of science in Islamia college, Chiniot,. But after nationalization, many new posts were created mostly on political consideration. Again, Islamia College at Chiniot, has many extra lecturers.

At present, there are three lecturers of Biology, two lecturers of Physics, one of Mathematics, and two of Chemistry. One lecturer of Biology teaches 30 students of 1st year (pre-medical), whereas the second one teaches 15 students of second year (pre-medical). The third lecturer is assigned the laboratory job. Similarly, each of the four lecturers of Physics and Chemistry takes only one period daily. This is sheer waste of energy and public funds.

18. JABEEN, Farkhanda. Talaba Aur Talebaat Kay Masa'il (Problems of Male and Female Students)... Nawai Waqt(Rawalpindi) December 29, 1979(U).

The Government College for Women is the only educational institution in Sahiwal, but it is facing a number of acute problems. The Science section of the college is poorly managed. Suitable laboratories do not exist in the college. Chemistry laboratory is the worst sufferer. The museum for Zoology simply does not exist.

No attention is paid to the lecture theater and the female students of the department of Science are facing tremendous difficulties. As a result, most of them are forced to take admission to Arts section.

The number of teaching staff is not sufficient for the needs of the college. The building of the college is not spacious enough to accomodate the present number of students. These problems must be solved as early as possible.

19. **JABEEN**, Ismat. Lecturers for Charsadda College...Khyber Mail(Peshawar) June 20, 1979.

The attention of the Director of Education, N.W.F.P., Peshawar, is invited towards the Government Inter Girls College, Charsadda which was opened two years ago. It is still facing shortage of female lecturers. There are no lecturers for Persian, Arabic, and History. Very little time is left for the students to prepare for the examination. The Director of Education is, therefore, requested to take immediate action in the matter.

20. KHURSHID, Abdus **Salam**. Taaleemi Faislay Aur Asatza Kay Mashwaray (Educational Decisions and Teachers' Advices)...Mashriq (Karachi) November 23, 1979(U).

According to a news item, the government proposes to introduce certain changes in the existing rules governing the various universites. It is said that the vice-chancellors will be granted more power than what they have at present. Moreover, they will have the power to appoint the chairmen of various departments. This is all for the good, but the success of this change depends on the neutrality of the vice-chancellors as between the students and the teachers.

The vice-chancellors must also be men of strong character. Some vice-chancellors conveniently bow down under the pressure of students' unions and take their decisions without consulting the teachers. Take for instance the semester system. The decision to hold comprehensive oral tests after the final semester was quietly withdrawn from the oldest university of Pakistan. In the semester system, 80% attendance in every course was essential. But this percentage was lowered under the pressure of the student

community. At the moment the heads of the departments work under a rotation system. This system has its own advantages and disadvantages. It can be improved by making a few changes.

21. **KHURSHID, Abdus Salam.** Tamam Universitiyon Kay Liye Ek Hi Ordinance (One Ordinance for all the Universities)...Mashriq (Karachi) December 28, 1979(U).

There should be only one and the same Ordinance and syllabus for all universities. This would facilitate the transfer of a student, if he so wishes. Here are a few suggestions in this regard: 1. No teacher should have the membership of more than six committees, sub-committees, or Boards. 2. If the students unions are retained, the appointment of the teacher to preside over or address or advise the union should be from the permanent panel. 3. No teacher should work for any committee (except the Board of Studies) for more than two years. 4. The rotation system of the head of the department should be abolished. This post should always go to the senior most teacher. 5. The Dean of Faculties should also be appointed on the basis of seniority. 6. Although it is not possible to stop the income of teachers from outside sources, this practice should be discouraged. 7. The procedure of promotion of teachers should be the same as that prevalent in government offices. 8. The degree of all teachers, administrators, or clerks who have been serving here for the last ten years should be checked and examined.

22. **NOWSHERVI, A.R.** University-Industry-Interaction... The Varsities (Karachi) IV(6): 24-27. Nov-Dec. 1979.

The great emphasis now being laid, in the advanced countries on giving practical bias to the university education, has been underlined. A few conferences and symposia recently held in the various countries, have also been quoted. In view of these trends abroad, the author has recommended for similar action in Pakistan.

Our agricultural sector has been criticized for failing to make the country self-sufficient in food. The part played by our manufacturing sector in raising the G.N.P. has been hailed.

It is hoped that university-industry-interaction will minimize unemployment and unrest among our youth. The topic has been discussed under the headings: 1) promotion of industrialization; 2) more universities; 3) types of universities; 4) technical universities; 5) participation; 6) better salary position; 7) better environment; 8) cooperation; 9) university graduates; 10) faculty members; and 11) collaboration.

ISLAMIC EDUCATION

23. **AHMAD, Manzoor.** A University with a Difference --- The Varsities, (Karachi) IV(6): 12-17. Nov-Dec. 1979.

The Mecca Conference (Dec, 1978) approved Pakistan's proposal to establish a university with a difference. The system of education prevalent in the Islamic world is either a heritage of the colonial days or a copy of the Western system of education. It is also said that the system of classical education is no better than the modern one. The modern system makes use of human potential for the maximum consumption of natural resources by highly developed societies.

The perspective of knowledge examplified in the personality of the Holy Prophet is the corner-stone of our education system.

The topic has been discussed under the headings: 1) system of education; 2) infrastructures; 3) positive development; 4) knowledge; 5) human moral being; 6) sacred doctrin; 7) grading; 8) Islamiat and Ethics; and 9) alternatives.

24. KAZMI, Hasan. Our Madrassahs...Dawn(Karachi) December, 19, 1979.

Despite centuries of decay and neglect, the madrassahs still

exist throughout the country and impart knowledge even in the most backward parts of the country. This, for a country with only twenty-one per cent literacy, can be made to serve as the basis of a new system that can transform our social scene.

The utility of the madrassah system lies in its financial self-reliance, and in its limited but invaluable role in imparting basic religious knowledge to the children in mosques' neighbourhood. Its weakness, however, lies in its tradition-bound mode of teaching and in a syllabus that is all but immutable. The march of modern knowledge has been ignored by the madrassahs, which have never made any changes in the past to include any new subjects in their courses. The teaching of new subjects will, of course, require several more teachers, all of whom may not be available on a purely voluntary basis. This will create financial problems for the madrassahs.

However, the new trend can also, to a certain extent, solve the madrassahs' financial problems at least in the villages, where the feudal elite and the rural middle-class will patronize them. Of course, the necessary buildings for them will be readily available if they are integrated with the school system.

25. **QURESHI, Abdul Qayyum.** Islamic University...Pakistan Times (Lahore) November 30, 1979.

The Islamic Secretariat has taken a far-reaching decision to establish a World Islamic University in Pakistan. The prime purpose of this University will be to enhance man's perception of reality and to equip him for renewed search of the basic truths of the universe. This will be achieved through a system of education that will integrate the revealed knowledge with the acquired knowledge and establish institutional models for producing successive generations of scholars and scientists. Some of them are proposed.

The University will develop an apparatus to remove the dividing line drawn by the western civilization between the temporal and the spiritual worlds. The academic design of the Islamic University Bahawalpur and its location in the heart of Pakistan can be given any meaningful orientation to embrace and project the Islamic concept.

LIBRARIES

26. **AHMAD, Kalim.** Library Development...Morning News(Karachi) October 22, 1979.

The recommendations of the eleventh All Pakistan Library Conference underline the need for concrete measures for harnessing the institutions of library to the socially desirable role as a vital agency of education and information in national life. It must be noted that the plans to mobilize the potential utility of library as an institution of national importance must include realistic provisions, such as raising the standard of library education, introducing a mechanism of coordination between the major libraries of the country, special measures for inducting talented people into the profession, etc.

Yet another point about library development relates to the establishment of a fully operational National Library at Islamabad, which had been dragging on for the last fifteen years. As a result of the past inactivity even in matters like the preparation of national bibliography, we have not been able to produce an up-to-date record. It is hoped that the completion of the National Library will be achieved by putting the project on the national priority list.

27. **HASAN, Mahmudul.** Qaumi Ta'aleemi Policy Aur Kutubkhanay (National Education Policy and Libraries).... Kitab (Lahore) 13(10): 27-35. Aug. 1979(U).

The importance of libraries cannot be over-emphasized. However, in Pakistan proper attention is not being given to the development and promotion of libraries. The acute shortage of good libraries is a big impediment in the promotion of knowledge.

The present condition of libraries is surveyed in the light of national education policy and it is shown why our libraries cannot fulfil the educational needs and what are the administration and financial problems of our libraries. It is also pointed out that in our country there is no library law. The subject is further discussed under the headings: 1) educational institutions in the country; 2) school libraries; 3) college libraries; 4) University libraries; and 5) other libraries.

28. **KHAN, Bashir Ali. Selection** of Books and Use of Literature --- In: **Report** on Upgrading Course in Promoting Reading Habits, 7-11, Karachi National Book Council, 1979.

There is a brief discussion on two categories of reading material, namely, factual literature and creative literature. A few suggestions have also been made about the selection of factual literature and creative literature. The teachers have been advised to introduce to the students the different aspects of the subject, so that they have the knowledge about the subject as well as information about the sources pertaining to that subject. Various ways have been suggested for obtaining knowledge about the subject.

In connection with the use of libraries and information services, certain principles relating to readers' approach have been mentioned. The libraries have been advised to adopt these principles.

29. **KHURSHID, Abdus Salam.** Qaumi Kutub Khanay (National Libraries)... **Mashriq**(Karachi) December 14, 1979(U).

Effective steps should be taken to improve the condition of our libraries. If embassies of foreign countries and other institutions can set up up-to-date and well-equiped libraries, we can also do it. Most of our existing libraries are in bad shape. Some contain valuable books, but they are not properly maintained. Libraries were also set up in all National Centers for the benefit of the public. For sometime they were well looked after, but with the passage of time their maintenance was ignored and now they present a shabbiy look.

What is, therefore, needed is to pay proper attention to the maintenance of existing libraries throughout the country. A National Public Library should be established in the capital of the country. It is unfortunate that so far the capital has none. In order to raise the percentage of literacy in the country we should have a network of libraries, especially in the rural areas.

30. **MOHAMMAD, Iqbal.** Hamari Librarian (Our Libraries)...Mashriq (Karachi) October 22, 1979(U).

It was recently announced that a network of libraries would be set up throughout the country within the next five years. But no tangible steps have so far been taken for the purpose. It is unfortunate that the condition of existing libraries is far from satisfactory. Pakistan is a developing country, and if we want to promote the habit of reading and improve the percentage of literacy, we should establish as many libraries as possible especially in the rural areas. With the expansion of libraries in the country, the industry of reading material would flourish.

In 1975, a seminar of regional languages was held in Kualalumpur under the agies of UNESCO, where it was decided that each village should have its own library. Shortage of funds stands in the way of implementing this pious proposal at present. But what we can do at present is to send mobile libraries in far-flung rural areas at least for the benefit of the literate peope there.

31. SHAH, G.D. :Librarians...Pakistan Times(Lahore)November 28,1979.

In September 1976, the Government awarded Rs.100 as teaching allowance to the teaching staff working in National Pay Scale (NPS) 16, and five advance increments for NPS 17. However, for unknown reasons, the college librarians and DPE's alone were denied these benefits. Recently, the Finance Department of the Punjab has allowed the DPE's to draw their teaching allowance with retrospective effect, but again the librarians have been denied these benefits despite the fact that: 1) The Finance Department of the Punjab, has already agreed that the college librarians do belong to the teaching staff and that their gazetted notifications in the NPS 1970 and 1976 were made under the category of teachers. 2) The Ministry of Education (Federal Government) has allowed the teaching allowance to their employees of this category (librarians) accordingly. 3) The Education Department, Punjab, has strongly recommended that in view of their importance in the process of teaching they deserve the teaching allowance. 4) The Library Science Department, Punjab University, Lahore, has clarified to F.D. Punjab

that as librarians play an important teaching role in general and in the prevailing semester system in particular, they should be granted all kinds of privileges and other monetary benefits allowed to other teaching staff from time to time.

LITERACY

32. **HASHMI**, Khalid Mahmood. Dehaaton Mein Ta'aleem(Education in Villages)...Imroz(Lahore) November 22, 1979(U).

We have practically no arrangements for the imparting of basic education in the country. A major part of the funds earmarked for education is spent on so-called educational planning which even primary schools are waiting their turn to appear in most of our villages. The teachers are, of course, there, but the school buildings do not exist. What is needed now is to establish more schools in villages. The syllabus should be so prepared as to enable the students to become better cultivators and better artisans.

Eightyfive percent of our population lives in villages and forms the backbone of our economy. But it has been left to go without even the basic education. There are few institutions of adult education in our rural areas. Unless our farmers and cultivators are given basic education, they cannot make full and proper use of better seeds and tractors, supplied to them.

PSYCHOLOGY

33. **SIDDIQI, Ali Ausat.** Dilchaspi Ka Imtehan (Test of Interests)... In; Ta'aleemi Paimaish-o-Tashkhees-e-e-Qadr, 227-246, Karachi, Tahir Sons. 1979 (U).

Interest plays an important part in personality. In education and professional career the factor of interest has great importance. If a man is interested in one field, he will also have interest in other similar fields. These similar interests are called constellation.

There are two types of interests; expressed interest and genuine interest. Both types of interests are briefly explained and it is shown how genuine interest can be assessed. For assessing interest in different professions, there are two important tests, Strong's vocational test, and Kuder Preference Record. Both these tests are explained.

34. SIDDIQUI, Ali Ausat. Imtehan-e-Shakhsiyat (Personality Test)... In; Ta'aleemi Paimaish-o-Tashkhees-e-Qadr, 161-209. Karachi, Tahir Sons (1979(U).

In order to understand and study people, it is necessary to understand their personality. Experts have devised ways of testing personality. These personality tests help one to understand the likes and dislikes, habits, traits, and mental capability of people.'Personality' itself has been explained before discussing in detail the different facets of personality tests.

The subject is discussed under the headings: (1) personality test; (2) methods of personality testing; (3) word association; (4) behavior observation; (5) direct observation; (6) anecdotal method; (7) rating scale; (8) description rating scale; (9) guess-who technique; (10) socio-metric technique; (11) self report; (12) Minnesota multiphasic personality inventory; and (13) scoring and interpretation.

35. **SIDDIQI, Ali Ausat.** Imtehan-e-Zehanat (Intelligence Test)... In; Ta'aleemi Paimaish-o-Tashkhees-e-Qadr, 84-160, Karachi, Tahir Sons. 1979(U).

The term 'intelligence' is explained before explaining the intelligence test. It is followed by a short history of intelligence testing which is described under the headings: (1) Binet-Simon scales of mental testing; (2) Binet-Simon scale of 1905; (3) Binet-Simon scale 1908; (4) Binet-Simon scale 1911; (5) revision of Binet-Simon intelligence scale; (6) the Stanford revision of 1916; (7) the Stanford revision of 1937; (8) the Stanford revision of 1960; (9) Wechsler's intelligence scale; (10) Wechsler's adult intelligence scale; (11) Wechsler's intelligence scale for children; and (12) Wechsler's pre-school and primary scale of intelligence.

36. **SIDDIQI, Ali Ausat.** Raghbat Ka Imtehan (Aptitude Test)... In; Ta'aleemi Paimaish-o-Tashkhees-e-Qadr, 210-226, Karachi, Tahir Sons. 1979(U).

Through aptitude test we try to assess the interest of a man in a particular profession, subject or field and in that light suitable guidance is provided. Through the same test we assess the weaknesses of a man in a particular field. In fact, this helps us to determine future line of action for the man.

First the definition of aptitude is provided. There are two types of aptitude tests; differential aptitude test and the test of primary mental ability. Both these tests are briefly explained with examples.

37. YAMIN (Miss) Firozah. Bachchon Ki Nafsiyat Aur Khwandgi Ki Dilchaspian (Children's Psychology and Reading Interests)...In; Report of Upgrading Course in Promoting Reading Habits, 35-39. Karachi, National Book Council 1979 (U).

Psychology of children differ from year to year. As the child grows, his physical, mental, social and emotional conditions change. This change affects his reading interests.

The reading interests of children are described according to following age-groups: (1) child of one to two years; (2) child of 3 years; (3) child of 4 years; (4) child of 5 years; (5) child of 6 years; (6) child of 7 years; (7) child of 8 years; (8) child of 9 years; (9) child of 10 years; and (10) child of 11 and 12 years.

SCIENCE EDUCATION

38. ALI, S. Marghoob. A Case for 3 Years Honours Program in Chemistry--- The Varsities (Karachi) IV(6): 18-20, Nov-Dec.1979.

It is pointed out that in recent years the standards of education, in the country, have fallen appreciably. In the opinion of the author and his colleagues, F.Sc. students have better knowledge of fundamentals of Chemistry than the students of B.Sc. It is, therefore, recommended that the existing two-year B.Sc.system should be replaced by a three-year B.Sc.Honours system. This honours course should be followed by one year M.Sc.program.

In the sixties, the honours system was introduced along with the pass course in almost all the universities of Pakistan. This system did not prove a success because the students preferred to do B.Sc. pass course.

A three-year honours program for B.Sc.students has been chalked out and recommended by the author.

39. Editorial. Universities and Applied Research...Dawn(Karachi) December 23, 1979.

The Chief of the Inter-University Grants Commission is on record as having said that the curriculum at post-graduate levels would be changed in all universities and stronger emphasis would be laid on applied knowledge. While doing so, care should be taken to see to it that no university does try to spread out its resources too thin.

The Centers of Excellence specializing in different fields and Area Study Centers were steps in the right direction. But with the proliferation of universities from four in mid-fifties to fifteen now, the problem of resources and allocation to competing needs and institutions has assumed a new magnitude. Without selectivity on the basis of suitability and capability, no real advancement can be achieved. Of course, in order to encourage talent, access to the appropriate institution will have to be assured through scholarships and reservations. Nothing short of the very best by way of staff, libraries, laboratories, and technical aids will do.

40. **KAZI, Abdul Qayyum.** Scientific Research in Universities... Pakistan Times(Lahore) December 7, 1979.

The University Grants Commission (UGC) has earmarked substantial funds and formulated a research policy to provide facilities, incentives, and other encouragements to university teachers for conducting research on the basic and applied problems of the socio-economic development programmes. The UGC has been taking necessary measures to build an infrastructure for basic and fundamental research in the universities in order to increase the scientific competence of the country. Centers of excellence in specialized fields have been established in different universities for the production of highly qualified and trained manpower and the promotion of interdisciplinary research and study.

It should be a fundamental tenet of the national science and technology policy to devote a generous proportion of its total scientific resources to the support of balanced,

continuing, healthy basic research effort in the universities. Another important work to which universities should attend is the establishment/of post-graduate departments in the modern branches of technologies. The para scientific facilities should be considerably improved.

41. KAZI, Gul Hassan. National Center of Excellence in Analytical Chemistry (University of Sind, Jamshoro)--- The Varsities (Karachi) IV(6): 21-23. Nov. Dec. 1979.

The National Center of Excellence in Chemistry in the University of Sind was established in July 1976. Its purpose is to develop post-graduate and post-doctoral programs. The Center is also providing consultancy and analytical services to other research organizations. A list of instruments available at the center, as well as the rate of charges per analysis, has also been provided.

So far, four students have obtained their Ph.D degrees in Analytical Chemistry from this Center. Names and Addresses of these students have been mentioned along with their subjects/of research. In addition to these, twelve more students are working on research projects in this center. Out of these twelve, six are working for Doctor's degree and six for M.Phil. Their results have been announced in May 1979 by the University of Sind.

42. **MEKHRI, G.M.** Urdu and Science...Morning News(Karachi)October 16, 1979.

Of course, Urdu can be the medium of scientific education, given the enormous time needed to bring it to the required level of development. But hardly we have the time to translate into Urdu, the enormous number of terms and concepts of the gallopingly modern scientific advances. Urdu, by itself, is just incapable of bearing the burden of modern thought.

If the Arabic and Persian terminologies can be used, why not the already universally accepted Latin terminology. We should not cling to Arabic and Persian simply because

these are the languages of the Muslims. Many African languages too can lay claim to this distinction because they too are spoken by the majority of Muslims.

We should remember that both Arabic and Persian were perfected long before the advent of Islam. We should remember that even the British and American scientists learn German simply because of its utility as a treasure house of scientific knowledge.

TEACHERS

43. AHMAD, Minhajuddin. Teachers' Retirement...Pakistan Times (Lahore, December 3, 1979.

All privately-managed colleges and schools were nationalized in 1972. The scheme has given rise to some human problems, which seem to have escaped the notice of the Government of the day. The most adversely affected victims of nationalization, have not been able to draw the attention of the Martial Law Authorities to their miserable plight.

Under the nationalization scheme, all teachers and principals of private colleges, who had attained the age of 58 on September 1, 1972, were retired at a moments' notice irrespective of the terms and conditions of their services contract and agreements with their former employers. The date of superannuation was later extended to 60. The fate of teachers, who were retired from services on September 1, 1972, beginning with nationalization, deserves reconsideration at the highest level, because majority of these teachers had served throughout their lives in the same institutions, and many of them under the terms and conditions of their services, still have to put in several years of service.

44. SIDDIQI, Tufail Ahmad. Teachers' Role...Dawn(Karachi) October 2, 1979.

Commissioned to share the destinies of the young generation, a teacher assumes the role of a Designer of human personality. The teachers are blessed with the superb qualities of head and heart. It is this uniqueness of their personal character that makes their profession more akin to that of

a spiritual-counsellor rather than that of traditional labourers trading their labor in exchange for material gains.

What they still need is the type of treatment they deserve most. They should be provided more favorable economic privileges for sustaining their professional convictions. This will also check their emotional and spiritual chaos.

When equipped with the resourcefulness of personal character, the job of a teacher goes beyond imparting lessons in the class rooms. It covers the whole process of socialization of knowledge and the knowing and understanding of the emotional needs of the young minds.

45. **SULTANA, Seema.** Hamaray Asateza (Our Teachers)...Nawai Waqt (**Rawalpindi**) **November** 14, 1979(U).

Most of our teachers, and especially those belonging to primary schools, neither take interest in their professional duties, nor attend the classes regularly. Teachers must be made to perform their duties honestly and regularly. They must arouse interest among the students in extra-curricula activities. They must be trained in B.Ed.

In order to make them well informed of modern knowledge, refresher courses should be held for them from time to time. They must be able to arouse interest in and create consciousness of the need for study in the minds of students. Complete ban should be imposed on guides, test papers, etc. Of late most of our teachers encourage the students to take help from cheap guides and test papers.

TEACHING METHODS AND MEDIA

46. GORAHA, Mushtaq Ahmed. Diffusing Educational Innovation-Perspective and Guidelines--- The Varsities, (Karachi) IV(6):7-11. Nov-Dec. 1979.

An ill-implemented plan not only fails in its very mission but also has disastrous effects on the attitudes of all

concerned. A critical reference of our comprehensive schools and superior-science colleges has been given. It is pointed out that programmed instruction has found its way into training schemes, but it has yet to take roots in the actual classrooms. Explanation of the word 'innovation' has been given.

The topic has been discussed under the headings: 1) Education and innovation; 2) diffusion; 3) the teachers; 4) guidelines; 5) understanding innovation; 6) dissemination; 7) involvement; 8 material production; 9) experimental trial; 10) built-in-mechanism; 11) change agent; 12) accountability; 13) time factor and 14) follow-up.

47. **HASAN, (Mrs.) Suraiya.** Schoolon Mein Urdu Zaria-e-Ta'aleem Honachahiye (Medium of Instruction in Schools Should be Urdu)... Akhbar-e-Khawateen(Karachi) February 24, March 2, 1979(U).

We have committed a great mistake in adopting English as the medium of instruction. As a result, the creative faculties of our children have suffered. We should, therefore, immediately adopt Urdu as the medium of instruction in all schools. As an experiment, we should first select a few schools for introducing urdu as the medium of instruction. Likewise, we should select a few schools where both Urdu and English are used as the media of instruction. The choice of the medium of instruction should finally depend on the relative pass percentage of the students in the two media of instruction. Our national language will develop only if the parents send their wards to the Urdu medium schools. It is unfortunate that books at the higher levels of instruction are not available in Urdu. The students who are doing M.A. in different subjects through the medium of Urdu are the worst sufferers.

48. **KHAN, Saeed Ahmad.** Common Language for National Unity... Pakistan Times(Lahore) December 28, 1979.

If we make Urdu the common national language of Pakistan, the common medium of instruction in all faculties of arts and science, and the official language in which we can speak to other peoples of the world, we can do so without injury or harm to the regional languages. One common language is a

sine quo non for our existence as a self-respecting nation. Urdu alone has the title to become our common language.

The medium of instruction has to be changed from English to Urdu. Let Urdu be declared the medium of instruction in all schools and colleges without further delay. At the moment some schools have adopted English as medium of instruction, while others are teaching the students in Urdu. This duality has done a lot of harm to the standard of education. Uniformity must immediately be brought about in our educational policy.

49. **KHAN, Talat.** Talaba Tawajjoh Chahtay Hain (Students Need Attention)...Akhbar-e-Khawateen(Karachi) December 22,-28, 1979(U).

Our small children mostly belonging to primary schools need affection and attention of the teachers to read and understand the textbooks which are not only difficult but too many in number. It is unfortunate that the young ones receive no such affection and attention from their teachers.

Most of our teachers are ignorant of the basic principles of teaching. Those teachers who know this well and are also highly qualified, do not evince much interest in their duties. The course is hurried through as the examinations or tests approach. The result is that the students fail miserably. This is also one of the main causes of the deterioration in the standard of education.

50. **SHAMIM, Ibrahim. How to Inculcate Reading Habits Among Various Age Groups---** In: Report on Upgrading Course in Promoting Reading Habits, 1-2, Karachi, National Book Council, 1979.

Reading has been described as a learnt behavior and not as innate response. It is also said that an innate response requires little practice, whereas learnt behavior needs a good deal of attention and drill. Stress has been laid on the entire drill of learnt behavior in all walks of life.

All persons do not react similarly or equally to the learnt behavior. In this connection, the system of motivation is also mentioned. If the interests of various age-groups and what attracts them most is known, it would be comparetively easy for the educators to select and present the appropriate reading material.

51. TABASSUM, Harunur Rashid. Urdu Hamari Qaumi Zabaan(Urdu Our National Language)...Akhbar-e-Khawateen(Karachi) November 3-9, 1979(U).

It is unfortunate that even after thirty years of independence, Urdu is not being treated as our national language. English still has the upper hand in educational institutions, in government offices, and in competitive examinations.

Many attempts were made in the past to give Urdu its rightful status, but all failed for one reason or other. No country in the world has chosen a foreign language as its national language.

The pretext that scientific and technological books are not available in Urdu is baseless. What is worse is the fact that we have two types of educational institutions. In one type the medium of instruction is Urdu, while in the other the medium is English. This duality has already done much harm to the standard of education in our country.

TECHNICAL EDUCATION

52. **AHMAD, Anwar.** NED University...Dawn(Karachi) November 24, 1979.

The Civil Engineering Department of NED University for Engineering and Technology started the final year examinations on the 16th of June 1979 for a course the last lecture of which was held as far back as in the 3rd week of December 1978. But its results are yet to come. It is given to understand that the results might be announced in December 1979 or January 1980, depending upon when the subject and Project marks are forwarded from the Civil Engineering Department. It is indeed, unworthy of a professional institution such as the NED, which was recently

upgraded to University level with an autonomous charter in hand. Now it seems that the decision to upgrade the institution was premature. It is high time this institution, which once enjoyed international prestige for having produced many eminent engineers, should be salvaged.

53. **SHARIF, Ahmed.** Technical Education...Dawn(Karachi) November 13, 1979.

Even after three decades of evolution and reform , Pakistan's education system has failed to come up to the expected level of development in the country. The list of the more glaring deficiencies and imbalances is too long to enumerate. One obvious instance is the output of innumerable graduates who remain unemployed. Even if they get any employment at all, it is mostly unrelated to the field of their study.

It is, of course, difficult to correctly foresee the future trends and match them with the kinds of education offered. Attempts are now being made to expand primary education and improve technical education. This will be one of the most important changes needed at the time. Increased strees on technical education will not only remove the gaps at present existing in many skills and specialities, but also provide employment to a larger number of persons.

WOMEN'S EDUCATION

54. **NAQVI, Mujahid. Medical Ki Talabat Kay Liye Alahda College (Separate College for Fenale Medical Students)**...Mashriq(Karachi) October 27, 1979(U).

Co-education in our country has created a problem since the very beginning. One section of the people feels that co-education creates all sorts of moral and social corruption, while another section is of the opinion that this system creates a sense of competition between the two sexes. At present when Islamic system is being introduced in the country, and the demand for a separate university for women is growing, it appears that majority of our people are in favor of separate education for female students. So the question obviously arises whether co-education in medical colleges also should be discontinued.

The difficulty with our critics is that they are not realistic; they are emotional. We see that the financial position of the country is not so strong as to bear the extra huge expenditure on separate medical education for female students. It is a moot question how one will stop our lady physicians from seeing male patients.

55. **YASMEEN, Ghazala.** Khawateen Kay Liye Ek Alahda Commerce College (A Separate Commerce College for Women)...Akhbar-e-Khawateen (Karachi) November 10-16, 1979(U).

It is heartening to see that a separate Polytechnic Institute for women will be established in Karachi very soon as promised by the Governor of Sind. It is hoped that this would fulfil an important need of the time. Most of our female students will be glad to take admission to this Institute rather than waste their time in B.A. and M.A.

A separate college of Commerce for women is also a pressing need of the country. For the time being, the Commerce Degree College for women may be established in Karachi. It is hoped that the government will treat this question on a priority basis.

GENERAL

56. **AHMED, Sh. Niaz.** Availability of Reading Material - Supply and Distribution Cost and Ease of Access --- In: Report on Promoting Reading Habits, 20-24, Karachi National Book Council,1979.

It has been emphasized at the outset that book publishing is an integrated process, which includes editing, printing, binding, promoting its sale, etc. Mention has been made of the principal functions of book industry. The need and utility of all kinds of libraries have been discussed. The Scope and the risks involved in the book-publishing business have also been elaborated.

The topic has been discussed under the headings: 1) general survey of reading material; 2) securing and selecting manuscripts; 3) copy editing; 4) designing the layout, format, and the physical dummy of the book; 5) production and manufacturing of the book; 6) estimating the cost of production; 7) book promotion and publicity; 8) sales promotion and distribution; 9) business management and accounting; 10) book trade organization in Pakistan; and 11) graphic arts training in Pakistan.

57. **AKHTAR**, Ala-ud-Din. Promoting Reading Habits by Family, Teachers, Social Groups and Mass Media --- In: Report on Upgrading Course in Promoting Reading Habits, 34. Karachi, National Book Council, 1979.

It is said that reading largely depends on the 'verbal ability' of the child. The 'verbal ability' is said to consist in recognizing words by ear and speaking them correctly. To acquire some sort of verbal ability, children need no schooling. It is in their homes that they acquire this ability.

The teachers are also a great help in the promotion of reading habits in children. Almost every child is likely to read if he is surrounded by beautifully produced, interesting, and motivating books. Television is giving a new and different set of values to children of today. They are fascinated by the various audio-visual aids which are a convenient bridge to books.

58. **BHATTI, Mudassara.** Ta'aleemi Meyaar Ki Pasti (The Deterioration of Educational Standard)...Akhbar-e-Khawateen(Karachi) June 30, 6 July, 1979(U).

Teachers are responsible for the deterioration of educational standard. They do not take interest in finishing the syllabus. Nor do they attend the classes regularly. The do not come prepared to the classes and fail to satisfy the students. All they do is to advise the students to buy and read the aid books available in the market.

The conditions of schools in rural areas are even more deplorable. Teachers there take personal work from the students, and in return they pass all the students in the school examinations. Parents too are to blame in this matter. After admitting their wards to the schools, they think that their job is done. They do not keep an eye on their wards' progress in the school. More than anything else, the lengthy syllabii are also responsible for the fall in the standard of education.

59. **BUKHARI**, Ghulam Shabbir. Qira't Ki Ahmiyat (Importance of Reading) ... In: Report on Upgrading Course in Promoting Reading Habits, 3-6. Karachi, National Book Council, 1979(U).

The first word of the Holy Quaran is read and this well shows the importance of reading in Islam. This is the key to every problem. Some mention is made of the process of learning in man from the day of his birth. It is pointed out how reading can be more effective and useful. Importance of reading is explained and it is discussed what is a good book. The role of teacher is also discussed. It is pointed out that a good teacher is more important than even a good book. The qualities of a good teacher are mentioned specially his delivery and well controlled and modulated voice.

In conclusion, it is pointed out that we should strive hard and give reading its proper place.

60. **HASAN, Ahmad.** Me'yaar-e-Ta'aleem (The Standard of Education)... Mashriq (Karachi) October 5, 1979(U).

Although the standard of education in almost all public schools and senior cambridge schools is very high and the results are more than satisfactory, yet if we look at the results of general schools, and particularly those where the medium of instruction is Urdu, standard of education is alarmingly low. Unfortunately, even the teachers of these schools pay little attention to the students. The standard is low and discipline is lax. Majority of students fail in the examinations. Unless the standard of the majority of these schools improves we can draw little satisfaction from the results of a few institutions. The tragedy is that despite our efforts, the standard of our primary and secondary schools keeps on falling. The responsibility for this state of affairs lies on the planners.

61. KHAN, Zafar Ali. Me'yaar-e-Ta'aleem Ko Kaisay Behtar Banaya Jasakta Hai? (How to Improve the Standard of Education?)... Mashriq(Karachi) November 3, 1979(U).

There are many factors that adversely affect the standard of education: 1. Teachers are ill paid, and in order to make both ends meet they have to resort to private tuition. The result is that they have little time and attention to pay to their professional duties. Thus the students suffer and the standard of education deteriorates. 2. Students are admitted beyond the capacity of the class room. In this circumstances, the teachers cannot pay individual attention. 3. The number of text-books is excessive and burdensome for the students right from the primary level. 4. Frequent changes of text-books should be stopped immediately. These changes create problems both for the teachers and the students. 5. The present system of examination needs to be changed. It has contributed to the lowering of the standard of education.

62. **MALICK, Liaquat Hayat.** Imtehaan Mein Nakami (Failure in Examination)...Imroz (Lahore) December 12, 1979(U).

Every year, a large number of students fail in the examinations held by the Boards or university. We must examine the causes of these failures. 1. Majority of our students remain mentally disturbed because of the financial and economic problems of their parents. The teachers too suffer the same agony. 2) Students are admitted to the classes in excess of the available accomodation, with the result that no teacher can give proper attention to them. The syllabus remains unfinished. The result is that private tutors are engaged by the students. But all students cannot afford to do so. 3) The present system of education is not democratic. Two kinds of schools exist in our country. One type consists of schools for the poor. The teachers are poorly paid. The buildings are small and dilapidated, the classrooms are overcrowded. On the other hand, the so-called Public schools have handsomely paid teachers, the students mostly come from the rich class; the school buildings are capacious and well built, and the medium of instruction is English.

63. **NATIONAL BOOK COUNCIL.** University Kay Talaba Kiya Parhtay Hain (What University Students Read?)...Kitab (Lahore) 14(2): 15-17. December, 1979(U).

National Book Council arranged a brief survey of reading habits of University students in Lahore. A questionnaire with 16 questions was prepared and on the basis of the replied received, a report is produced.

The details of the survey are described under the headings: (1) objectives of the survey; (2) methodology; (3) departments where survey conducted; (4) what students read? (5) start of reading; (6) hours students spent on reading; (7) means of securing books; (8) writers liked by students: (9) topics liked by students; (10) other activities besides reading; (11) money spent on books; and (12) non-availability of books.

64. **RAFI, Muhammad.** Promotion of Reading Habits as Part of (a) Curricular and, (b) Co-Curricular Activities --- In: Report on Upgrading Course on Promoting Reading Habits, 25-26. Karachi, National Book Council, 1979.

Children have various basic needs and interests. These needs are not met by the prescribed text-books. The inability of our existing education system to create book-love among students has been pointed out. It is also emphasized that the home environment should be such as can produce hungry readers. Some ways and means are also suggested for developing book-love in children. The students should be provided suitable classroom environment. There should be plenty of attractive books. These books should be easily accessible.

The topic has been discussed under the headings: 1) introduction; 2) importance of reading; 3) organization; 4) the strategy; 5) pre-requisites; and 6) some suggestions.

65. RIZVI, Sajjad. Skills and Techniques of Reading---In: Report on Upgrading Course in Promoting Reading Habits, 18-19. Karachi, National Book Council, 1979.

In the introductory remarks, the author has defined the words 'skill' and 'technique'. He has also emphasized

reading skills and reading techniques. The essentials of reading skills have been discussed with reference to acquisition of a clear understanding of phonetic patterns of a language; understanding of fundamental structure and punctuation scheme; acquisition of basic vocabulary; availability of suitable reading material; and role of fairy-tales and imaginative literature on children's reading skills, etc.

Lastly, the techniques of reading are discussed, viz: need and availability of conditions conducive to the development of reading skills; guided selection; use of dictionary; freedom to read; and importance of extra-curricular reading material.

66. RODRIGUES, T.S. Educational Standards...Morning News(Karachi) December 20, 1979.

There is a general disappointment at the deterioration of our educational standards. It is not true that we do not have the money or the talent for improving things. What we lack is initiative and determination.

A few suggestions are given below: First, we should revert to our 1940 system of examinations, i.e. if any student fails in any subject, he must repeat the class and re-appear in all subjects instead of passing piecemeal one subject a year. If this system is adopted, the students will realize that they stand to lose one full year. Supplementary examination should be held once in five years, when the syllabus should be completely changed. The textbooks prescribed should be up to the standard.

Any student found using unfair means, especially from class IX onwards should be debarred from appearing in these examinations for three years. Invigilators should be given "carte blanche" to report on those students found using unfair means. Printed instructions should appear on the examination papers about this. The syllabus of teachers training institutions should be improved. Motivation, as a subject, should be included in this course. Students should not be overburdened with three or four languages.

67. **SALAH, M.A. Nai** Ta'aleemi Nizam Ki Tashkeel (Preparation of New System of Education)...Mashriq(Karachi) December 15, 1979(U).

With a view to improving the standard of education, the government introduced the semester system. As it was a new experience for us, it remained under discussion for quite some time. Any new system can succeed only ifthe staff of the institutions, the Ministry of Education, and the Education Department take sincere interest in its success.

In our case, however, cooperation and sincereity are lacking. Neither the heads of the institutions nor the teachers have taken the trouble to explain to the students the merits of this system.

Another problem that the student community has to face every year is the frequent changes in the syllabus. No course should be changed within ten years of its introduction. The Government should take control of the publication of text-books. This will keep the text-books from disappearing from the market, and the prices will remain stable. The language of the books should be easy and understandable by the students.

School teachers should be commissioned to write these books and not professors of colleges and universities.

68. **SALIMULLAH, M.** Private Tuition...Pakistan Times(Lahore) December 13, 1979.

The recent decision to prohibit private tuition clearly goes against the policy of the present government. It is too much for an under-developed country that does not have a sufficient number of qualified teachers. The worst affected are those students who fail to get admission to the small number of regular schools and colleges.

The second category of the victims is of those who, due to economic pressures and limited resources, are compelled to

take some job and fail to attend any regular college. Private evening institutions with qualified teachers deserve praise, because this arrangement is the only substitute for regular college education. However, owing to the ban on regular teachers coaching in such private institutes, almost all such institutions are closing down. This means the closing of all doors to education for those who fail to get admission to colleges. Thus, the only facility that private students enjoy to prepare for examinations will no more be available to them.

69. SHAIKH, Rubina Sayeed. Ta'aleem Ka Me'yaar Past Kiyun? (Why Standard of Education Low?)...Mashriq(Karachi) December 22, 1979(U).

Responsibility for the low standard of education does not lie on one particular party. Both the students and the teachers are equally responsible for this. Neither the teachers are serious and honest in imparting education to their wards, nor the students take interest in their studies. Both the students and the teachers should realise their responsibilities in this matter.

It has been observed that in most of the colleges time is wasted and no attention is paid to teaching and learning. What is, therefore, needed is to prepare the study program for the students of all colleges in such a way that maximum time is spent in studies.

Another step that must be taken in this connection is to abolish coeducation in colleges. Coeducation can be allowed at the post-graduate level. There seems to be no reason why the semester system has not been completely introduced as far in educational institution.

70. TABISH, Z.A. Bachchon Kay Mukhtalif Grohon Mein Mutala'ati Tarjihaat (Reading Preferences in Different Groups of Children)... In: Report on Upgrading Course in Promoting Reading Habits, 27-33. Karachi, National Book Council, 1979.

What type of books different groups of children read and

why is discussed. As a matter of fact, all children have their different likings and dislikings in reading as in every other thing. But some things are common because of age and educational attainment. Keeping in view of the local conditions, our children can be grouped as follows: (1) pre-nursery group; (2) from nursery to primary classes; (3) from primary to middle classes; and (4) from middle to high classes. Children can be further grouped according to medium of instruction; according to social status and according to psychological bent.

Reading preferences of each group are briefly described. The other matters discussed include: (1) non-availability of reading material; (2) lack of opportunity of reading; (3) why children like fiction and (4) what children should read?.

71. ZUBERI. I.H. Educational Standards....Morning News(Karachi) December 30, 1979.

The main causes of the deterioration in the standard of education are: 1. The element of competition that existed before nationalization has been almost eliminated. 2. Many talented managers of private institutions who controlled them with care and ability were done away with. 3. For a considerable time, nationalized institutions suffered from the shortage of staff and equipment. 4. Teachers had to waste much of their time to obtain their salaries. Obviously, we cannot blame the students and their parents for such state of affairs. Hence, there is no reason why the students should be deprived of reasonable concessions in the process of their examinations.

To go back to the system of examinations of 1940 would be a retrogade step. The use of unfair means by the students is condemned by everybody. The fact is that it is flourishing under the patronage of certain unscrupulous teachers who also act as examiners. A little more severe enforcement of discipline in their case can perhaps cure them of their weakness.

EXAMINATIONS (Special Section)

72. **AHMAD, Jameel.** Academic Loss...Dawn(Karachi) December 18, 1979.

The classes of Intermediate Second year can start only after the results of the First Year examination have been announced. The Board has now come up with the idea of holding the Intermediate examination for the year 1979-80 in April 80. Even supposing that all the results of First year will be announced this month, it would leave only three months for the students and the teachers of Second Year to cover a course of studies intended to be taught over a period of one year. Instead of going through such haste and fluctuations in academic calender (1979 exam was held in mid-September). It is suggested that the examination should be held this time in July '80. In 1981, the examination could be held in May or June.

73. **AMIN, Zafar. Science Exams...**Dawn (Karachi) November 27, 1979.

There are many faults in our present system of examination. These can be removed by introducing the multiple choice system. The multiple choice system will check the evil of cheating in examinations.

The Text-book Board publishes only one book on a subject. If the examiner sets one hundred questions from a book, covering all important points, there will be little material left for the next papers. Thus, the same questions will have to be repeated again and again. The students will again start cramming the questions asked in previous papers. It is, therefore, suggested that the Text-book Board should, therefore, limit itself to setting a certain syllabus and approving the books written according to it.

All talented and qualified scientists in Pakistan should be encouraged to write books, each explaining a thing in his own way. This will help students understandeach topic clearly and answer questions on the subject.

74. **JAVAID**, Tariq. Science Exam System...Dawn(Karachi) October 18, 1979.

Our science examination (Physics, Chemistry, Biology) do not assess a student's real knowledge of the subject. Many intelligent and deserving students fail to obtain the passing marks, while many others get exceptionally high marks by cramming and reproducing answers. The whole examination system has become outdated and needs improvement.

Many students, especially those coming from Urdu medium schools, do not have enough command over English. They may know everything relating to the subject, but they fail to express themselves in a clear manner.

Invariably, an examiner forms his opinion on the basis of the neatness of the candidate's answer sheet. The marks awarded by different examiners to a single answer-sheet may vary. Since choice is one hundred per cent, a student who has studied only half the syllabus obtains more marks than the student who has covered the whole syllabus. This anomaly can be removed by introducing a multiple choice examination system.

75. **KALIM**, **Siddiq** . Nai Imtehani Nizam Ki Zaroorat (Need for New System of Examination)...Imroz(Lahore) October 22, 1979(U).

There is no denying the fact that we need a revolutionary change in the present system of examinations. This system has worked well till 1947, but since 1950, it started deteriorating. By 1969, however, when President Ayub Khan's government provided a few facilities to the students, the system had become absolutely unworkable. The standard of education kept on falling while our educationists buried themselves with finding out some temporary solution of the problems.

Any system of education is based on two factors. First syllabus, and second examinations. When both go out of gear, the result is tragic. Although the British systems

of examinations served us well in the past, yet it had its inherant defects. (1) Now, there exists no congenial relationship between the teacher and the taught. (2) All teaching is imparted in English, which is a foreign language.

No efforts were made to change the system of examination after 1957. The result was that the standard kept on falling. Our present attitude towards English has made the matter worse. They do not take the learning of English seriously.

76. **KHAN, Saeed Ahmad. Imtehaan Ka Naya** Tariqa. (New System of Examination)...Akhbar-e-Khawateen(Karachi) November 24-30, 1979(U).

According to an announcement by the government, from 1981 the Matriculation examination will be held by individual schools instead of the Board. The reason given for the change is irregularities in the office of the Board. The question arises whether such irregularities will not crop up in the schools. We have already committed a folly by dispensing with the system of examination in class. Below are some suggestions:

(1) The number of text-books is far higher than what is needed. It should be reduced. 2) The examination of class V should be held in centers, and for the teachers belonging to high Schools should act as examiners. 3. Departmental examinations for class VIII should be held in February every year. 4) Examinations of classes IX and X should be held under the supervision of the existing Boards. 5. Teachers should also be included in the panels eet up for writing text-books.

77. **MAJEED, Nayyar.** Examinations... Pakistan Times (Lahore) December 24, 1979.

The present deterioration in our educational standards is due to the wrong and outdated examination systems. The various steps taken by the educationists of our country from time to time to reform the educational structure

have so far failed to produce the desired results. The teachers and the taught are still following the old methods of teaching and examination.

The new semester system has proved worse than the conventional system and lowered educational standards. Students depend wholly on guides and notes for success in examination. They mug up answers to a few important questions when the examinations draw near and do not care to read their textbooks.

Following are some suggestions for improving the falling educational standard: 1) The semester system should be replaced by the old conventional system. 2) All types of guides and notes should be banned. 3) The time allowed for answering a question paper should be reduced from three to two hours. 4) All types of grades and divisions should be merged into one. 5) Marks percentage, rather than division or grade, should be written on the certificates and degrees. 6) For minimizing malpractices in examinations, question papers should contain both objective and subjective types of questions.

78. **MAJEED, Nayyar.** Semester System...Pakistan Times(Lahore) November 28, 1979.

The cardinal ill in the semester system is that teachers, before marking the answer-sheets of the students, see the name of the student and then start marking the paper keeping in view the general behavior of the student. The students who avoid work but flatter their teachers get good marks. In the semester system the future of the students is in the hands of their teachers, and the students who do not remain at the beck and call of their teachers suffer for their sin. The following suggestions may serve to end this form of favourtism and injustice.

1) At the end of the fourth semester a full-fledged examination should be arranged covering the course of the previous three semesters. 2) Papers of every semester should be re-checked by external examiners who do not know much about the students 3) Viva Voce test should be arranged at the end of every semester for testing the mental make-up of the students.

79. **MALIK**, Ashfaq Ahmad. Semester System...Pakistan Times(Lahore) December 17, 1979.

The semester system makes the students work hard. But it has its own drawbacks. It has created some miunderstandings between teachers and students. Its main drawback is the marking at the internal level. Naturally a few students are closer to some teachers or to all teachers. So they may get undue advantage in marking. In this way deserving students are deprived of their rights. This has caused bad relations between teachers and students.

The other thing that has created misunderstanding is that if a student is not satisfied with the marking of a teacher, he has the right to challenge it. This can prove very harmful to the career of a student. To improve the situation we must have some externally established checking system for internal marking. Such a system is already working in various professional examinations, such as law and commerce, and it can be made use of in the semester system. It will not only minimize the chances of dishonesty, but also establish good and harmonious relations between the students and the teachers.

80. **SAEED, Khawaja Amjad.** Impact of the Semester System - A Case Study of the University of Punjab---The Varsities(Karachi) IV(5) 13-22, Sept-Oct, 1979.

This is a situation Paper, including several suggestions for the improvement of existing system. It also contains some comments on the Punjab University's admission rules. It is suggested that forty-eight lecture hours must be prescribed as the minimum contact hours for a semester. The current system is criticized as incapable of motivating the teachers to play their allotted role efficiently.

The topic has been discussed under the headings: 1) Methodology; 2) historical retrospection; 3) special semester; 4) admissions time limit; 5) attendence; 6) migration; 7) course outlines; 8) pressure tactics; 9) inter-disciplinary approach; 10) examinations; 11) gradings; 12) duration of examination; 13) home assignments; 14) transcripts; 15) examination record;

16) incomplete grades; 17) examination committees; 18) Klitgaard and Currimbhoy Study; 19) teaching methods; 20) work-load; 21) study habits; 22) evaluation of teachers; 23) staff development; 24) library; 25) photocopying; 26) scientific equipment; and 27) suggestions for developing course outlines.

81. **SARWAR, Tahir.** Semester System...Pakistan Times(Lahore) November 22, 1979.

It is generally felt that the semester system has certain drawbacks. The remedy, however, does not lie in switching over to another system. If these drawbacks are removed, it may turn out to be an ideal system of education. Some suggestions are as follows: During every semester there are three tests known as preliminary, mid-term, and final. These tests are held after every five weeks. Mostly, the students do not have to work hard to sit for these tests. All they have to do is to cram the answers for one or two questions and get through. Therefore, the preliminary and the mid-term tests should be abolished and only one test should be held after every four and a half months.

The answer-sheets of the students should not be marked by the teachers of the department concerned. Papers should be sent to other institutions for marking. For example, the papers of English Department of the Punjab University may be sent to the Government College, Lahore or F.C. College, Lahore or even to Multan University for marking.

82. **SIDDIQI, Ali Ausat. Imtehan-e-Husool** (Achievement Test)... In; Ta'aleemi Paimaish-o-Tashkhees-e-Qadr, 70-83. Karachi, Tahir Sons. 1979(U).

'Achievement' means how far the objectives of educational system, curricula, and school have been achieved. This is actually the base of every education system. Aims are very important in achievement. These aims are of two types: (1) general aims; and (2) specific aims. The terms (general aims' and 'specific aims' are briefly explained.

The subject is discussed in some detail under the headings: (1) aims of achievement test; 2) types of achievement test; 3) achievement test and other tests; 4) principles of

construction of achievement tests; 5) scoring of achievement test; and 6) merits and demerits of achievement test.

83. **SIDDIQUI, Ali Ausat.** Imtehan Ki Imtiazi Khususiyat (Distinct Qualities of Test).... In; Ta'aleemi Paimaish-o-Tashkhees-e-Qadr, 284-316. Karachi, Tahir Sons. 1979(U).

For the purpose of evaluation, the preparation of standardized test is discussed. A good standardized test has the following necessary qualities: (1) reliability; 2) validity; 3) objectivity; 4) usability; 5) administrability; and 6) interpretability.

The qualities of reliability and validity are explained in detail by highlighting their meaning and application with examples. Other qualities necessary for a standardized test are also briefly discussed.

84. **SIDDIQUI**, Ali Ausat. Imtehan Ki Tayyari (Preparation of Test)... In; **Ta'aleemi Paimaish-o-Tashkhees-e-Qadr**, 247-283. Karachi, Tahir Sons. 1979(U).

From the refinement point of view there are two types of examinations; standardized test, and un-standardized or teacher-made test. Both types of test are described in detail, especially discussing the planning, preparation, beginning and evaluation of the test. A comparision is also given of both types of test. It is shown how these tests should be used. It is concluded that both types of tests play an important role in education and help in evaluation process.

85. **SIDDIQUI, Ali Ausat.** Imtehan Per Number Aur Grade Daina (Marking and Grading in Test).... In; Ta'aleemi Paimaish-o-Tashkhees-e-Qadr, 317-339. Karachi, Tahir Sons, 1979(U).

Marking in test is very important. Not only it helps to understand the student but also to evaluate the test. In order to avoid mistakes extreme care is required in scoring.

The subject is discussed under the headings: 1) devices of scoring; 2) hand-scoring devices; 3) machine-scoring devices; 4) factors affecting the scores; 5) change of numbers in grades; 6) achievement versus effort; 7) report; and 8) promotion in the next class. Some mention is made of the new proposals in the education policy regarding the change in examination system and reasons of its failure.

86. SIDDIQUI, Ali Ausat, Mauzuee-o-Mauroozi Imtehenaat (Essay and Objective Tests) --- In: Ta'aleemi Paimaish-o-Tashkhees-e-Qadr, 50-69. Karachi, Tahir Sons, 1979(U).

Essay type test is the oldest form of test. In this type, students are asked to discuss in detail a special topic in a given time and to answer certain questions. Merits and limitations of essay type test are described and suggestions for its improvement are discussed.

Objective test is a modern method and is a short answer test. The nature of objective test is briefly explained and the types of objective tests are enumerated. Two major types are free response test and limited response test. The nature, merits, and limitations of both types of tests are described along with the merits and limitations of objective test. There is a short discussion on the proper use of both types of tests.

87. SIDDIQUI, Ali Ausat. Paimaish Aur Tashkhees-e-Qadr(Measurement and Evaluation)---In: Ta'aleemi Paimaish-o-Tashkhees-e-Qadr, 9-26, Karachi, Tahir Sons, 1979(U).

Measurement and evaluation have great importance in the educational world. Teachers have always tried to measure the success of the teaching process and to determine its value. This measurement and evaluation helped them to assess the success or failure of their teaching method. However, this assessment was not based on strictly scientific principles. It was only a makeshift arrangement. With the dawn of the modern age, revolutionary changes took place in the field of education, and the process of evaluation and measurement started on scientific lines. Both these terms are explained briefly.

The topic is discussed in some detail under the headings. (1) Relationship among test, measurement, and evaluation; (2) definition of evaluation; 3) four elements of evaluation; 4) tools of evaluation; 5) characteristics of evaluation; 6) purpose of evaluation; 7) importance of evaluation in education; and 8) difference between measurement and evaluation.

88. SIDDIQUI, Ali Ausat. Paimaish Kay Tariqay (Methods of Measurement)---In: Ta'aleemi Paimaish-o-Tashkhees-e-Qadr, 27-49, Karachi, Tahir Sons, 1979(U).

Among the different tools of measurement, the most important one is the test. There is naturally, a general dislike for the tests, and the students accept it only as a necessary evil. There is no comprehensive definition of test. It has been variously defined by various authorities. It can be roughly defined in two ways, namely, ability test and personality test.

The ability test is of three types: (a) Intelligence test; (b) achievement test; and (c) aptitude test. All the three types have been described briefly. Similarly the nature of personality test is explained along with the test according to time factor, the test according to medium, and the test according to quality.

89. TABASSUM, Harunur Rashid. Nizam-e-Imtehanat Main Tabdili (The Change in the System of Examinations)...Jang(Rawalpindi) October 24, 1979(U).

The Federal Government has decided that from 1981 matric examination will be held under the supervision of high schools and not under Secondary Boards as at present. The reasons advanced by the government is that this step will stop malpractices and use of unfair means in the examination. It is not clear how this practice could be checked if examinations are held under the supervision of high schools.

It is apprehended that the change of system will further help increase the irregularities. It also appears that the Secondary Board is helpless before the students who are bent upon mischief. It is generally felt that the proposed change will not improve the situation.

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